

Module C:

Facilitation Skills

Acknowledgments

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Table of Contents

Overview	1
Facilitation and Presentation.....	2
Facilitated Group Discussion.....	5
Roles and Responsibilities of a Group Facilitator.....	6
Guidelines for Effective Facilitation.....	9
Promoting Interest in a Topic.....	13
Handling Problem Situations.....	15
Summary	17
Glossary	20
Progress Check	21
Learning Activities	24
1: Facilitation vs. Presentation.....	25
2: Case Studies.....	27
3: Role Plays.....	31
4: Facilitating a Session.....	33
Progress Check Answers	38

Overview

Introduction

This module will cover group facilitation skills.

Learning Objectives

After completing this module the Nutrition Assistant will be able to:

- explain the difference between facilitation* and presentation and the appropriate uses of each,
- explain Facilitated Group Discussion (FGD),
- explain the roles and responsibilities of a group facilitator,
- identify ways to promote participant interest in a topic,
- handle common problem situations in groups effectively,
- demonstrate in a role play situation, the ability to facilitate a small group effectively, and
- identify personal strengths and weaknesses in facilitation and determine resources for further improvement of facilitation skills.

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* Words that you may not know are **underlined**. Definitions for these words can be found in the **Glossary** at the end of the module. (Note: Words are only underlined the first few times they appear in the text.)

Facilitation and Presentation

- 2 Ways of Teaching** At WIC, staff may provide group nutrition education through:
- facilitation or
 - presentation.
-

Facilitation

Facilitation is helping or guiding a group so that the group achieves its goals.

A WIC staff person who conducts a nutrition education session based on the participants' need, concern and interest in discussing "picky" eaters and who asks group members to share their knowledge and experience regarding their toddlers' eating behaviors is conducting group facilitation.

Presentation

Presentation is giving information to a group in a way that does not necessarily include interaction between group members.

A WIC staff person who gives a group of participants facts about "picky" eaters and does not ask participants to share their experiences or ask questions is giving a presentation.

Facilitation vs. Presentation

Simply giving participants nutrition information will probably NOT lead to behavior change. Behavior change is a complex process. Education that focuses on the participant's concerns and issues is more likely to lead to behavior change. Because of this, you will probably want to use group facilitation more often than a presentation. (You may want to review the *Adult Learning Theory* module for more information on this.)

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Facilitation and Presentation (continued)

Facilitation vs. Presentation (continued)

What you use, however, will depend on the situation.

The chart on the next page describes when facilitation and presentation may be used at WIC.

Learning Activity 1

To learn more about facilitation and how it differs from presentation you may want to try **Learning Activity 1** found at the end of this module.

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Facilitation and Presentation (continued)

When to Use Facilitation and Presentation

Situation	Facilitation	Presentation
Place or Building	Large enough space to set up chairs in a circle or half-circle	Small space---group set-up not possible OR Chairs cannot be set up in a circle or half-circle
Class size	3-20 participants	1 or 2 participants or more than 20 participants
Knowledge and/or Experience of Participants	Participants have some knowledge of or experience in the topic	Participants may have no knowledge of or experience in the topic
Behavior Change	Participants may want to change behavior. (Depends on what stage of behavior change the participants are in.)	Participants want information. (Depends on what stage of behavior change the participants are in.)
Scheduling	Most participants are present at start of session	Some participants arrive late to session
Duration of Session	15 minutes or longer (30-60 minutes is best)	Less than 15 minutes

Facilitated Group Discussion (FGD)

Definition

Facilitated Group Discussion (FGD) is a participant-centered, interactive form of education where learners share their knowledge, problems, and experiences with other group members while discussing specific topics.

FGD Approach

In FGD, the topics discussed are similar to those covered in a presentation. The educator, rather than lecturing, encourages participants to discuss the topic with each other and answer each other's questions. Participants focus on their problems and answer each other's questions when possible.

Benefits

Facilitated Group Discussion (FGD) helps:

- meet the needs that participants' think are most important,
 - establish good relationships between participants,
 - participants commit to nutrition behavior change, and
 - give educators a more interesting experience.
-

Roles and Responsibilities of a Group Facilitator

Definition

A facilitator is a person who makes a group's work easier by structuring and guiding the group.

Roles and Responsibilities

A group facilitator's roles and responsibilities will vary depending on the situation.

The chart on the next 2 pages lists the basic roles and responsibilities of a group facilitator.

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Roles and Responsibilities of a Group Facilitator (continued)

Roles and Responsibilities

1.	Gather and be familiar with resources that may be useful to the group. Hand out pamphlets or make referrals. For example, during a “Healthy Snacks” session the facilitator may give group members a list of quick and healthy snacks.
2.	Identify and support the needs of the group. For example, if several group members state they want to talk about how to breastfeed in public, the facilitator would check with other group members to see if they would also like to discuss this topic.
3.	Make sure all group members feel safe discussing their concerns. When rules are set at the beginning of the session ask group members to agree that the discussion will be kept confidential .
4.	Set up chairs in the room so group members can see and talk easily with each other. Set chairs in a circle.
5.	Keep discussion focused and “on track.” Make sure group members talk about the topic agreed upon.
6.	Assist the group with resolving conflicts, solving problems, and making decisions. Help the group when needed so that the group does not become a “free for all.”
7.	Do not take sides when listening to group members. Accept people for who they are and listen to what they have to say.

Roles and Responsibilities of a Group Facilitator (continued)

Roles and Responsibilities (continued)

8.	Make sure all group members feel their contributions are important. This may be done by nodding the head or by giving a word of praise.
9.	Encourage participation from all group members and between group members. Ask the quieter people open-ended questions to get them involved in the discussion.
11.	Listen actively and encourage group members to be active listeners. Have only 1 person talk at a time and ask that no one interrupt the speaker.
12.	Correct misinformation in a way that feels comfortable to group members. For example, the facilitator may say, <i>“I’m glad you brought this up. That was once recommended, now research shows...”</i>
13.	Provide structure for the group by recording, organizing and summarizing the discussion. Write the main points of the discussion on an easel or writing board.

Guidelines for Effective Facilitation

What Is Effective Facilitation?

At WIC, effective facilitation is providing an interactive nutrition education session that meets the needs of participants.

Guidelines

The chart on the next 3 pages gives you some guidelines to help you effectively facilitate a group nutrition education session.

Guidelines for Effective Facilitation (continued)

Guidelines for Group Facilitators

Guideline	Description
Focus on the Group's Needs	Ask group members to state what they want to discuss.
Establish Ground Rules	At the beginning of the session agree on: <ul style="list-style-type: none"> • the agenda, • the length of the session, • the rules on confidentiality, • the group's responsibilities (such as no side conversations) and • other procedures.
Establish a Safe, Comfortable Setting	Use an activity such as an <u>icebreaker</u> to help participants feel comfortable in expressing their concerns and feelings. For example, ask each group member to share her/his name and her/his child's favorite food with the group.
Ask Open-Ended Questions	Use <u>open-ended questions</u> (questions that cannot be answered by a simple "yes" or "no" response). For example, " <i>What are some techniques you've used to calm your baby?</i> "

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Guidelines for Effective Facilitation (continued)

Guidelines for Group Facilitators (continued)

Guideline	Description
Guide the Discussion	<ul style="list-style-type: none"> • Ask participants to share their worries and experiences. • Bring fears, biases and disagreements out in the open, while making sure all group members feel safe. • Keep discussion “on track.” • Make sure participants stay interested. • Avoid letting 1 or 2 participants control the discussion. • Avoid strong agreements or disagreements. • Limit complaining or blaming.
Encourage Participation	<ul style="list-style-type: none"> • Thank and give positive feedback to every group member who participates. • Look for cues that someone wants to respond. • Encourage different views. For example, <i>“Has anyone had a different experience they would like to share?”</i>
Focus on Topic	<p>Focus on the topic that repeatedly comes up. This helps participants gain information on a topic that is important to them. For example, <i>“Many of you have said that you are worried that you may not be able to breastfeed. Would you like to discuss this topic today?”</i></p>

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Guidelines for Effective Facilitation (continued)

Guidelines for Group Facilitators (continued)

Guideline	Description
Focus on Feelings	Focus on the feelings and experiences of participants to help participants get support from the group. For example, <i>“Has anyone else felt embarrassed about breastfeeding in public?”</i>
Be an Active Listener	<ul style="list-style-type: none"> • Do NOT talk a lot. • Do not allow other members to interrupt or hold side conversations.
Clarify	<ul style="list-style-type: none"> • Restate what a participant has said to make sure you and the group understands the participant. • Use words that everyone is familiar with.
Be Respectful	Accept each member’s feelings. You do not need to agree with her/his point of view.
Correct Misinformation	<p>Deal with incorrect information in a sensitive way. Use such phrases as:</p> <ul style="list-style-type: none"> • <i>“I’m glad that worked for you. Other people have found that”</i> or • <i>“Research has shown...”</i>
Summarize	Briefly state what the group has discussed and/or decided. You may want to ask group members to share what they have learned.
Provide Resources	Give group members appropriate pamphlets, referrals or other resources as needed.

Promoting Interest in a Topic

Motivation

Motivation is what gets people interested in the learning. If a participant does not feel s/he needs a skill or information, s/he will not pay attention.

Facilitated Group Discussion helps participants feel motivated because:

- the learning method is friendly, open, and respectful,
 - the benefits of the learning are usually clear to the participants,
 - the material covered is not too difficult or too easy for the participants,
 - participants are encouraged to say what they want to learn from the session, and
 - participants may be given the chance to make decisions during the session.
-

Is the Participant Motivated to Learn?

A participant's verbal and non-verbal cues can show you whether or not s/he is motivated to learn.

Cues that Show Motivation

The chart on the following page lists some cues that may show you whether or not a participant is motivated. Use these cues to guide you as you facilitate a nutrition education session.

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Promoting Interest in a Topic (continued)

Cues Showing Motivation to Learn**

CUE	Motivated to Learn?	
	YES	NO
nods head	√	
smiles	√	
“interested” look	√	
asks relevant questions	√	
leans forward	√	
shares experiences	√	
tries things on her own	√	
adds relevant information to topic	√	
makes eye contact**	√	
“not interested” look		√
drums fingers		√
shrugs		√
closes eyes		√
looks away		√
stares		√
crosses arms and legs		√
rests head in palm of hand		√
yawns		√
easily distracted		√
comes to class late		√

** Note: ***These may be true for many cultures but may NOT be true for the cultures your agency serves. Make sure you understand the cultures your agency serves.*** (For example, people of some cultures will NOT make eye contact with the instructor.)

Handling Problem Situations

Problem Situations

Most of your group nutrition education sessions will go quite well. At times, however, you will have to deal with some difficult situations.

Suggestions for Dealing with Problem Situations

The chart on the next page lists some problem situations and how you may want to deal with them. Use this chart to help you when you have a problem situation come up.

Learning Activity 2

To learn more about how to deal with problem situations you may want to try **Learning Activity 2** found at the end of this module.

Learning Activity 3

To learn more about how to facilitate a group in a role play situation you may want to try **Learning Activity 3** found at the end of this module.

Learning Activity 4

To learn more about how to facilitate a group education session and identify your personal strengths and areas for development in facilitating groups you may want to try **Learning Activity 4** found at the end of this module.

Handling Problem Situations (continued)

Suggestions for Handling Problem Situations during Facilitated Group Discussion

Situation	Example	Suggestion(s)
Aggressive Behavior	<p><i>"You don't understand what I mean and never will!"</i></p> <p>OR</p> <p><i>"You're wrong! That just isn't right!"</i></p>	<p><i>"We have agreed that there will be no personal attacks."</i></p> <p><i>"Remember all comments are useful as long as they relate to the topic."</i></p> <p>Refocus the group on the topic of discussion.</p>
Blocking Behavior	<i>"All this talk is useless. I don't think this will help any of us."</i>	<p><i>"Let's see what others have to say about the topic."</i></p> <p>If behavior does not change, arrange to meet privately with the group member.</p>
Dominating Behavior	<i>"I know a lot about this topic. Let me tell you what to do."</i>	<i>"We agreed to hear from everyone. We still need to hear from..."</i>
Withdrawing Behavior	<i>A member becomes quiet and looks uncomfortable.</i>	<i>"We would really like to hear from you today. Would you share your feelings about this?"</i>
Playful Behavior	<i>"Let's end early today!"</i>	<i>"We agreed to end as scheduled. Let's continue our discussion."</i>

Summary

2 Ways of Teaching

At WIC, staff may provide group nutrition education through:

- facilitation or
 - presentation.
-

Facilitation vs. Presentation

Facilitation is preferred over presentation as a useful technique at WIC when:

- the facility has room for a group set-up,
 - there are 3-15 participants in the group,
 - most participants are present at the start of the session,
 - participants want to change behavior (depending on their stage of change), and
 - the participants have some knowledge and/or experience with the topic.
-

Facilitated Group Discussion

Facilitated Group Discussion (FGD) is a participant-centered, interactive form of education where learners share their knowledge, problems, and experiences with other group members while discussing topics.

In FGD, the educator encourages participants to discuss the topic, problem solve, and answer each other's questions.

Summary (continued)

Roles and Responsibilities

A group facilitator's roles and responsibilities are to:

- gather and be familiar with resources that may be useful to the group,
- identify and support the needs of the group,
- make sure all group members feel safe,
- set up chairs so group members can see and talk easily with each other,
- keep the discussion "on track,"
- assist the group with resolving conflicts, solving problems, and making decisions,
- not take sides,
- make sure all group members feel their contributions are important,
- encourage participation from all group members and between group members,
- listen actively and encourage group members to be active listeners,
- help correct misinformation, and
- provide structure for the group.

Guidelines for Effective Facilitation

The following will help guide group facilitation:

- focus on the group's needs,
- establish ground rules,
- establish a safe comfortable setting,
- ask open-ended questions,
- guide the discussion,
- encourage participation,
- focus on the topic,
- focus on feelings,
- be an active listener,
- clarify,
- be respectful,
- correct misinformation,
- summarize, and
- provide resources.

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Summary (continued)

Motivation to Learn A participant's verbal and non-verbal cues can show you whether or not s/he is motivated to learn.

Problem Situations and Behaviors You may experience the following problem behaviors during a group session:

- aggressive,
- blocking,
- dominating,
- withdrawing, or
- playful.

You can make certain statements to the group that will help you deal with these situations.

Glossary

case study- A case study is a description of a person or situation that is studied to decide on the best plan of action.

Facilitated Group Discussion (FGD)- Facilitated Group Discussion is a participant-centered, interactive form of education wherein learners share their knowledge, problems, and experiences with group members while discussing specific topics.

facilitation- Facilitation is helping or guiding a group's discussions such that the group achieves its goals

facilitator- A facilitator is a person who makes a group's work easier by structuring and guiding the group.

icebreaker- An icebreaker is a short interactive activity, usually less than 15 minutes long, used to get group members to feel more comfortable with each other.

motivation- Motivation is what gets people interested or involved in learning.

non-verbal cue- A non-verbal cue is a message that does not use words. Non-verbal cues can include facial expression, posture or eye contact.

open-ended questions- Open-ended questions are questions that ask for ideas or thoughts that cannot be answered with a simple response such as "yes" or "no".

presentation- Presentation is the giving of information to a group in a way that involves little or no discussion by the group.

role play- A role play is when 2 or more people act out a scene as though it was "real life". "Props" such as baby dolls or food models are not needed but may be helpful.

Progress Check

1. Put a check mark (✓) before the items that are true for group facilitation.

- _____ usually not possible if the facility is small
- _____ useful if participants have no knowledge of or experience with the topic
- _____ effective for a group of 10 participants
- _____ effective if the session is 30 minutes long
- _____ more helpful with behavior change

2. Put a check mark (✓) before any of the statements that describe the role or responsibility of a group facilitator.

- _____ identify and support the needs of the group
- _____ gives information to the group in a lecture format
- _____ is familiar with resources that may be useful to the group
- _____ discourages group members from sharing their feelings
- _____ does not take sides during the discussion
- _____ encourages group members to speak up whenever they have a thought even if it interrupts someone
- _____ provides structure and guidance for discussion

Progress Check (continued)

3. Put a check mark before any of the items that are true of Facilitated Group Discussion (FGD).

- ☐ meets participants' needs because participants decide what will be discussed
- ☐ participants are more likely to get bored than in a lecture format
- ☐ participants can share knowledge and personal experiences with one another
- ☐ the learning is interactive
- ☐ the experience requires the educator to talk more than in a lecture format

4. Put a check mark before any of the items that may show that a participant is NOT motivated to learn.

- ☐ yawns
- ☐ stares
- ☐ adds comments related to the discussion
- ☐ smiles and nods head
- ☐ looks interested
- ☐ comes to the class on time

Progress Check (continued)

5. Match each of the problem statements/behaviors with a suggestion that will help facilitate the group.

- | | |
|---|---|
| _____ “I think our discussion won’t get us anywhere!” | A. <i>“We would really like to hear from you today if you would like to share your thoughts.”</i> |
| _____ “Let’s not have a discussion ---how about watching a movie or video today!” | B. <i>“We agreed no personal attacks. Let’s continue with our discussion.”</i> |
| _____ “What kind of mother are you?! You know nothing about feeding your baby!” | C. <i>“What do others feel about the discussion so far?”</i> |
| _____ “I don’t have anything to say about how I feed my baby” | D. <i>“We all agreed to have a discussion today. Let’s make sure we follow through as we agreed.”</i> |

Learning Activities

The following activities are included and are recommended for interactive learning:

- Learning Activity 1: Facilitation vs. Presentation
- Learning Activity 2: Case Studies
- Learning Activity 3: Role Plays
- Learning Activity 4: Facilitating a Session

Activity 1: Facilitation vs. Presentation

Learning Objectives After completing this activity, the Nutrition Assistant will be able to:

- explain the difference between facilitation and presentation and the appropriate uses of each.

Instructions

1. Think back to a time when you were a learner, taking a class (taking a high school or college class, attending an inservice or training for your job, etc.).
2. Try to remember how the class was set up.
3. Using your experiences from this class, or a combination of classes, complete the form on the next page.

Activity 1: Facilitation vs. Presentation

Type of Class: _____

Facility--- *Was it possible to place chairs and/or desks so that learners could see and talk easily to each other?*

Class size--- *About how many students were in the class?*

Class Duration--- *How long was the class?*

Knowledge and/or Experience--- *How much knowledge or experience did the participants have of the topic? (Did learners have information they shared or could have shared with each other?)*

Behavior Change--- *Was the class set up for learners to develop skills? ...change behavior? ...gain knowledge?*

Based on your experiences as a learner, when is it most appropriate to use a **presentation**?

Based on your experiences as a learner, when is it most appropriate to use a **Facilitated Group Discussion**?

Activity 2: Case Studies

Learning Objectives After completing this activity, the Nutrition Assistant will be able to:

- Handle common problem situations effectively through discussion of one or more case studies.

Background

Sometimes you may experience

- aggressive,
- blocking,
- dominating,
- withdrawing, and/or
- playful

behaviors during a group session. You can deal with these by making certain statements.

Instructions

1. Read each of the case studies on the following pages.
 2. Describe what could be done to improve each situation. Make sure to include what a facilitator could say to handle the situation most effectively.
 3. Write your ideas on the forms that follow.
 4. Talk to your supervisor or mentor if you need some help.
 5. When you are finished, discuss your ideas with your supervisor or mentor.
-

Activity 2: Case Studies**Case Study 1:**

Jan is facilitating a session on breastfeeding. One of the participants, Maria, is having problems nursing her daughter and is angry and frustrated. She interrupts a participant who is sharing her positive breastfeeding experience and says, “You just don’t get it! Not everyone is as lucky as you!” The group looks to Jan to see how she will handle the situation.

What could Jan do to handle this situation? What could she say?

Case Study 2:

Jason is facilitating a session on parenting. Brenda, a participant with 5 kids, has already gone through a similar session. She looks rather bored. She says to the group, “This is a waste of time! It won’t help anyone here!”

What could Jason do to handle this situation? What could he say?

Activity 2: Case Studies**Case Study 3:**

LaTasha is facilitating a session on feeding toddlers. Only a few group members are participating. Kedra, who has a lot of experiences she wants to share, is talking a lot and not allowing other group members to speak.

**What could LaTasha do to handle this situation?
What could she say?**

Case Study 4:

Mei is facilitating a session on prenatal nutrition. She notices a participant staring at the door. She does not seem to be listening to the discussion.

What could Mei do to handle this situation? What could she say?

Activity 2: Case Studies

Case Study 5:

Roberta is facilitating a session on breastfeeding. She notices that Karen, one of the participants, seems uncomfortable with the discussion. When Roberta asks Karen a question she responds with, “Shouldn’t we take a break now!”

**What could Roberta do to handle this situation?
What could she say?**

Activity 3: Role Plays

Learning Objectives After completing this activity, the Nutrition Assistant will be able to:

- show how to effectively facilitate a small group.

Instructions

1. Ask your mentor and several others to form a group. Have each person in the group choose a role (any one of the 6 roles (A-F) described on the following page).
2. Choose a topic that would be covered in a nutrition education session at your agency.
3. Using the information you have learned from this module, facilitate this group of your co-workers acting as participants.
4. Mentor/Supervisor/Co-Worker: Using the role play description as your guide, act out the role of the participant. Try to be as realistic as possible.
5. After the session, ask your mentor or supervisor to tell you what s/he noticed. Make sure to ask for your strengths as well as areas for further development.

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Activity 3: Role Plays

Role A Andrea is new to WIC. She usually does not say anything unless asked to talk. Although she is quiet, she knows a lot about nutrition and health.

Role B Holly has 4 kids and a lot of experiences she would like to share. Sometimes she can be quite talkative and forgets others may want to talk.

Role C Ana feels nutrition education sessions are a waste of time. She feels she knows a lot about nutrition and health but does not always pay attention to the discussion.

Role D Keishari wants to discuss her concerns. She often tries to change the focus of the discussion to make sure her needs are met.

Role E Ruby does not always listen attentively. She sometimes interrupts other group members while they are sharing personal experiences.

Role F Roberta is angry. She often makes rude comments. She feels no one understands her views.

Activity 4: Facilitating a Session

Learning Objectives After completing this activity, the Nutrition Assistant will be able to:

- complete the *FGD Planning Form*,
- facilitate a group education session,
- identify personal strengths and areas for further development, and
- determine resources for further improvement of facilitation skills.

Background

The *FGD Planning Form* samples on the next 2 pages may help you facilitate group education sessions.

If you need more information on some of the parts of this form, such as openers, summaries, and evaluation, read the module on *How to Conduct a Class*.

Instructions

1. Ask your mentor or supervisor to arrange to have you facilitate a group nutrition education session.
 2. Fill out the blank *FGD Planning Form* to help you plan your session.
 3. After the session, complete the *FGD Self-Assessment Form*.
 4. Ask your mentor to assist you in finding opportunities in those areas for which you would like further training.
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SAMPLE 1
Facilitated Group Discussion Planning Form

Type of Participants: WIC Participants with Children **Date:** 8-16-00

Times: **Beginning Time:** 1:00 pm **Ending Time:** 1:30 pm

Topic(s): Healthy Snacks

Resources Needed:

- *Child of Mine* by E. Satter; Bull Publishing Co., Palo Alto, CA; 1991.
- List of healthy snacks
- Recipes for some healthy snacks
- Flip chart and markers to record information

Ice Breaker or Opener:

- Have each participant introduce her/himself to the group.
- Have each participant choose a partner and talk about her/his child's favorite snacks.

Discussion Questions:

- What kinds of snack foods do you buy?
- When you are away from home what kinds of snacks do you eat?
- What is your favorite snack?
- What are some ways you may have used food as a reward for your children or yourself?
- What are some quick and healthy snacks?

Closing/Summary:

- Summarize the key points of the discussion.
- Thank group members for their participation.

Evaluation Method:

- Ask participants to share what they learned.

SAMPLE 2
Facilitated Group Discussion Planning Form

Type of Participants: Pregnant WIC Participants **Date:** 8-16-00

Times: **Beginning Time:** 2:00 pm **Ending Time:** 2:30 pm

Topic(s): Eating for Two

Resources Needed:

- *Training Manual-Task III: Module D: Prenatal Nutrition*
- Pamphlets on prenatal nutrition
- Flip chart and markers to record information

Ice Breaker or Opener:

- Have each participant choose a partner and (1) introduce her/himself and (2) share what s/he hopes to get from the session.

Discussion Questions:

- What have you heard about how much weight a woman should gain during her pregnancy?
- What might happen if you do not gain enough weight? gain too much weight?
- What have you heard about what you should/should not eat while pregnant?
- What discomforts are you experiencing with your pregnancy?
- What have you been worrying about since you became pregnant?

Closing/Summary:

- Ask group members to summarize the key points of the discussion.
- Thank group members for their participation.

Evaluation Method:

- Ask participants to share what they learned.

Facilitated Group Discussion Planning Form**Type of Participants:** _____ **Date:** _____**Times:** **Beginning Time:** _____ **Ending Time:** _____**Topic(s):** _____**Resources Needed:****Ice Breaker or Opener:****Discussion Questions:****Closing/Summary:****Evaluation Method:**

FGD Self-Assessment Form

Did you:	Yes	No	Additional Training
focus on the group's needs?			
establish ground rules?			
establish a safe, comfortable setting?			
ask open-ended questions?			
guide the discussion?			
encourage participation?			
focus on the topic?			
focus on feelings?			
listen actively?			
clarify?			
respond in a respectful manner?			
correct misinformation?			
summarize?			
provide resources?			
What worked well during the session?			
What did not work well during the session?			
What could have been done to improve the session?			

Progress Check Answers

1. Put a check mark (✓) before the items that are true for group facilitation.

- ☒ usually not possible if the facility is small
- ☐ useful if participants have no knowledge of or experience with the topic
- ☒ effective for a group of 10 participants
- ☒ effective if the session is 30 minutes long
- ☒ more helpful with behavior change

2. Put a check mark before any of the statements that describe the role or responsibility of a group facilitator.

- ☒ identify and support the needs of the group
- ☐ gives information to the group in a lecture format
- ☒ is familiar with resources that may be useful to the group
- ☐ discourages group members from sharing their feelings
- ☒ does not take sides during the discussion
- ☐ encourages group members to speak up whenever they have a thought even if it interrupts someone
- ☒ provides structure and guidance for discussion

Progress Check Answers (continued)

3. Put a check mark before any of the items that are true of Facilitated Group Discussion (FGD).

- ☒ meets participants' needs because participants decide what will be discussed
- ☐ participants are more likely to get bored than in a lecture format
- ☒ participants can share knowledge and personal experiences with one another
- ☒ the learning is interactive
- ☐ the experience requires the educator to talk more than in a lecture format

4. Put a check mark before any of the items that may show that a participant is NOT motivated to learn.

- ☒ yawns
- ☒ stares
- ☐ adds comments related to the discussion
- ☐ smiles and nods head
- ☐ looks interested
- ☐ comes to the class on time

Progress Check Answers (continued)

5. Match each of the problem statements/behaviors with a suggestion that will help facilitate the group.

- | | |
|---|---|
| <u>C</u> "I think our discussion won't get us anywhere!" | A. <i>"We would really like to hear from you today if you would like to share your thoughts."</i> |
| <u>D</u> "Let's not have a discussion ---how about watching a movie or video today!" | B. <i>"We agreed no personal attacks. Let's continue with our discussion."</i> |
| <u>B</u> "What kind of mother are you?! You know nothing about feeding your baby!" | C. <i>"What do others feel about the discussion so far?"</i> |
| <u>A</u> "I don't have anything to say about how I feed my baby" | D. <i>"We all agreed to have a discussion today. Let's make sure we follow through as we agreed."</i> |